



Cheraw Intermediate

421 Chesterfield Highway
Cheraw, SC 29520

Grades	3-5 Elementary School	
Enrollment	581 Students	
Principal	Scott Eddins	843-921-1030
Superintendent	Dr. John E. Williams	843-623-2175
Board Chair	Chad Vick	(843)623-6768

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	At-Risk
2005	Average	Below Average

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

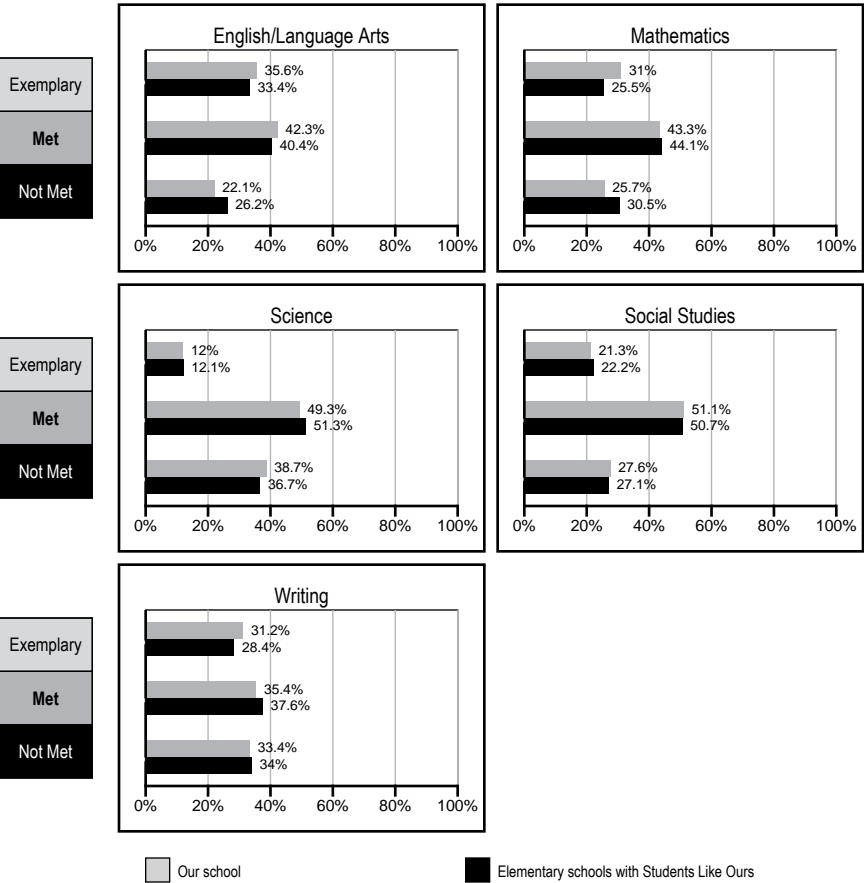
97%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
1	14	92	12	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=581)				
First graders who attended full-day kindergarten	N/R	N/R	100.0%	100.0%
Retention rate	1.0%	Down from 1.2%	2.4%	1.9%
Attendance rate	96.2%	Down from 96.8%	96.2%	96.3%
Eligible for gifted and talented	8.5%	Down from 9.7%	8.5%	10.0%
With disabilities other than speech	10.9%	Down from 12.1%	9.2%	7.7%
Older than usual for grade	1.2%	No Change	0.6%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=39)				
Teachers with advanced degrees	74.4%	No Change	59.7%	59.4%
Continuing contract teachers	92.3%	Down from 97.4%	82.5%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	93.3%	Up from 92.6%	86.4%	85.9%
Teacher attendance rate	92.6%	Down from 93.4%	95.0%	95.1%
Average teacher salary*	\$48,734	Up 2.2%	\$47,322	\$47,149
Professional development days/teacher	11.8 days	Down from 16.8 days	11.6 days	11.1 days
School				
Principal's years at school	4.0	Up from 3.0	5.0	4.0
Student-teacher ratio in core subjects	19.8 to 1	Up from 18.2 to 1	18.9 to 1	18.8 to 1
Prime instructional time	86.1%	Down from 88.0%	90.0%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	No Change	100.0%	100.0%
Character development program	Good	No Change	Excellent	Excellent
Dollars spent per pupil**	\$6,952	Up 2.4%	\$7,357	\$7,458
Percent of expenditures for instruction**	71.8%	Down from 72.7%	68.5%	68.8%
Percent of expenditures for teacher salaries**	67.1%	Down from 67.5%	61.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

Abbreviations for Missing Data

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Report of Principal and School Improvement Council

The 2008/2009 school year at Cheraw Intermediate School (CIS) has been another year filled with events and activities to motivate, stimulate, and encourage learning. With the support of our parents and business partners, our students have had the opportunity to participate in various innovative learning strategies involving technology and the arts, service projects, and extracurricular events. This variety of experiences has produced exceptional student achievement.

CIS has been infused with technology. Thirty-eight Promethean Boards have been installed in classrooms across the school. These boards engage the students with interactive games, dynamic graphics, video streaming, and lessons. They are an effective and efficient teaching tool that is increasing student success.

As an Arts in Basic Curriculum (ABC) school, we recognize the potential the arts have to augment student learning. Our students have received choral music instruction, as well as instrumental instruction in the piano keyboard lab. The dance studio, with its wooden sprung floor and wall of mirrors, furnished the perfect setting for dance instruction. Students also have experimented with various mediums in art. An artist-in-residency was provided for each grade level: Tumble Tales creative writing (3rd), African drumming and dance (4th), and Stage Works Theatre's creative writing (5th). Mr. Roger Day performed in conjunction with the Cheraw Jazz Festival. Extracurricular activities included student participation in chorus, the art club, and the dance team. Students had the opportunity to take field trips to see The Nutcracker, Riverdance, and Phantom of the Opera. By emphasizing the arts in the core subject areas and increasing exposure to the various forms of art, we have increased our attendance rate and reduced office referrals. We have also observed improved self-esteem and self-confidence among our students, which contributed to more school spirit. The attributes of the arts have helped alleviate many barriers to learning. These activities have been made possible with funds received from the school's Title I budget, the PTO, the Distinguished Arts Program Grant, and the SC Arts Commission.

Our 2008 PACT scores are evidence of the success our students have enjoyed. When comparing our students' scores to scores in our district and across the state, the percentage of CIS students who met standard (scored basic or above) exceeded the percentages of the district and state in the following grades and subjects: third grade English Language Arts, math, and science; fourth grade English Language Arts, math, science, and social studies; and fifth grade math, science, and social studies. When comparing the 2008 scores with our 2007 scores, the percentage of students who met standard increased in each subject in every grade except third-grade social studies. These are remarkable statistics of improvement.

As we celebrate these accomplishments, we acknowledge the dedication and contributions of our students, staff, parents, community members, and business partners and look forward to continued success.

Scott Eddins, Principal
J. Sanderson, SIC Chair

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	47	144	82
Percent satisfied with learning environment	93.6%	84.7%	91.5%
Percent satisfied with social and physical environment	95.7%	82.4%	95.1%
Percent satisfied with school-home relations	97.9%	88.8%	92.5%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress

YES

This school met 21 out of 21 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance

	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	N/A	1.7%
Classes in high poverty schools not taught by highly qualified teachers	1.4%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	96.2%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	571	99.8	21.6	41.3	37.1	88	80.1	82.8	Yes	Yes
Gender										
Male	277	100	22.2	38.3	39.5	86.8	76.2	79.3	N/A	N/A
Female	294	99.7	21	44.1	35	89.2	84.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	269	99.6	11	39.2	49.8	95.8	87.5	89.5	Yes	Yes
African American	287	100	31.9	43.8	24.3	80.4	70	73.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	100	92.3	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	73.6	76.5	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	82.5	I/S	I/S
Disability Status										
Disabled	73	100	32.9	40	27.1	80	54	52	Yes	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	71.8	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	387	99.7	28	42.6	29.4	83	74.5	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	570	99.8	25	43.2	31.8	82	76.6	78.9	Yes	Yes
Gender										
Male	276	100	28.7	40	31.3	81.1	73	77	N/A	N/A
Female	294	99.7	21.7	46.2	32.2	82.9	80.2	80.9	N/A	N/A
Racial/Ethnic Group										
White	268	99.6	14.1	40.5	45.4	90.1	85.1	87.2	Yes	Yes
African American	287	100	35.9	46.4	17.8	74.3	65.3	66.7	Yes	Yes
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	93	I/S	I/S
Hispanic	5	I/S	I/S	I/S	I/S	I/S	67.3	76	I/S	I/S
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	79.5	I/S	I/S
Disability Status										
Disabled	73	100	52.9	24.3	22.9	51.4	42.3	45.5	SWD	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	68.2	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	386	99.7	32.7	45.1	22.2	75.9	70.3	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable N/AV--Not Available N/C--Not Collected N/R--Not Reported I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	377	99.7	37.8	48.5	13.7	62.2	62.9	67.5
Gender								
Male	182	100	38.3	45.1	16.6	61.7	60.7	67
Female	195	99.5	37.4	51.6	11.1	62.6	65.1	68
Racial/Ethnic Group								
White	181	99.5	26.1	52.3	21.6	73.9	74	79.5
African American	187	100	49.4	45	5.6	50.6	48.3	50.3
Asian/Pacific Islander	6	I/S	I/S	I/S	I/S	I/S	83.3	84.3
Hispanic	2	I/S	I/S	I/S	I/S	I/S	48.5	60.7
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	71.2
Disability Status								
Disabled	50	100	56.3	29.2	14.6	43.8	32.9	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	6	I/S	I/S	I/S	I/S	I/S	55.6	59.6
Socio-Economic Status								
Subsided meals	253	99.6	46.5	45.7	7.8	53.5	53.9	55.1

Social Studies

All Students	376	99.7	27.3	50	22.7	72.7	67.4	72.3
Gender								
Male	176	100	25.6	50.6	23.8	74.4	66	71.5
Female	200	99.5	28.9	49.5	21.6	71.1	68.8	73.2
Racial/Ethnic Group								
White	173	99.4	18.5	50	31.5	81.5	75.8	80.7
African American	192	100	35.5	51.9	12.6	64.5	55.8	60
Asian/Pacific Islander	7	I/S	I/S	I/S	I/S	I/S	I/S	88.5
Hispanic	4	I/S	I/S	I/S	I/S	I/S	63	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	72.2
Disability Status								
Disabled	49	100	44.7	29.8	25.5	55.3	41.9	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	11	100	27.3	18.2	54.5	72.7	63.9	67.9
Socio-Economic Status								
Subsided meals	256	99.6	32.8	53.3	13.9	67.2	59.9	62.1

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	577	97.6	33.4	35.4	31.2	66.6	64.7	70.2	96.2	95.8
Gender										
Male	280	96.8	39.8	37.9	22.3	60.2	55.9	63.2	95.8	95.6
Female	297	98.3	27.5	33.1	39.4	72.5	73.4	77.5	96.6	95.9
Racial/Ethnic Group										
White	265	97	24.2	32.8	43	75.8	72.4	79.1	95.5	95.4
African American	297	98	42.6	37.6	19.9	57.4	54.2	57.6	96.7	96.2
Asian/Pacific Islander	9	I/S	I/S	I/S	I/S	I/S	92.3	86.2	98.9	97.4
Hispanic	5	I/S	I/S	I/S	I/S	I/S	60.3	62.6	98.7	96.3
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	I/S	68.7	97.8	96.2
Disability Status										
Disabled	71	80.3	80.4	10.7	8.9	19.6	21.9	26.1	95.3	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	12	100	I/S	I/S	I/S	I/S	62	61.2	99.6	96.8
Socio-Economic Status										
Subsidized meals	391	97.2	41.9	33.8	24.3	58.1	57.1	58.9	95.9	95.5

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	227	100	21.7	33.5	44.8	78.3
	4	180	99.4	23.5	42.9	33.5	76.5
	5	164	100	19.3	50.3	30.4	80.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	227	100	30.3	34.4	35.3	69.7
	4	180	99.4	21.8	47.1	31.2	78.2
	5	163	100	21.3	51.3	27.5	78.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	113	100	42.7	36.4	20.9	57.3
	4	180	99.4	33.9	56.7	9.4	66.1
	5	84	100	39.3	47.6	13.1	60.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	114	100	23.2	48.2	28.6	76.8
	4	180	99.4	29.2	52.6	18.1	70.8
	5	82	100	29.1	46.8	24.1	70.9
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	229	98.3	38.9	28.1	33	61.1
	4	183	99.5	32.4	43.2	24.4	67.6
	5	165	94.6	26.6	37	36.4	73.4
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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